

# SRSD

## Handouts

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# Teaching Writing Strategies

The writing problems of struggling writers are a strategic problem.

Students with writing problems are not very thoughtful or planful when they write.

- Spend less than 1 minute planning when revising.
- They approach writing as if it involves a single process – content generation.
- Paradoxically, their papers are impoverished in terms of content.
- The impoverished writing of struggling writers is in part a strategic problem because they have difficulty gaining access to the knowledge they do have.
- Can double to triple output by repeatedly prompting them to write or say more.

# Self-Regulated Strategy Development =

Developing in tandem:

\*powerful writing strategies  
and

\*critical strategies for self-regulation of the writing  
process and knowledge about writing

## Basic Self-Regulation Components

- Goal-Setting
- Self-Monitoring (Self-Assessment/Self-Recording)
- Self-Instructions
- Self-Reinforcement

# POW

- P** Pick my Idea
  - O** Organize my Notes
  - W** Write and Say More
- 



## TREE

**T**

**TOPIC** Sentence  
Tell what you believe!

**R**

**REASONS - 3 or More**  
Why do I believe this?  
Will my readers believe this?

**E**

**ENDING**  
Wrap it up right!

**E**

**EXAMINE**  
Do I have all my parts?



# STAGES

## *Develop and Activate Background Knowledge*

- read works in the genre being addressed (stories, persuasive essays, etc.), to develop vocabulary (For example, “what is an opinion,”), knowledge (“what are the parts of a persuasive essay?”) concepts (“how does the writer grab the reader’s interest?”), and so on needed for instruction; continue development through the next two stages as needed
- discuss and explore both writing and self-regulation strategies to be learned; may begin development of self-regulation, introducing goal setting and self-monitoring

## ■ *Discuss It*

- explore students’ current writing and self-regulation abilities
- graphing (self-monitoring) may be introduced, using prior compositions; this may assist with goal setting
- strategy(s) to be learned: purpose, benefits, how and when it can be used (begin generalization support)
- commitment to learn strategy and act as collaborative partner; establish role of student effort
- current negative or ineffective self-talk, attitudes or beliefs may be addressed in positive ways

## ■ *Model It*

- teacher modeling and collaborative modeling of writing and self-regulation strategies, resulting in appropriate model compositions
- analyze and discuss strategy and model’s performance; make changes as needed

- can model self-assessment and self-recording through graphing of performance
- continue student development of self-regulation strategies across tasks and situations; discuss use (continue generalization support)

#### ■ *Memorize It*

- typically begun in earlier stages, require and confirm memorization of strategies, mnemonics), and self-instructions as appropriate
- continue to confirm and support memorization in following stages, as needed

#### ■ *Support It – Guided Practice*

- teachers and students use task and self-regulation strategies collaboratively to achieve success
- challenging initial goals established collaboratively; criterion levels increased gradually until final goals met
- prompts, guidance, and collaboration faded individually
- self-regulation components not yet introduced may begin
- discuss plans for maintenance, continue support of generalization

#### ■ *Independent Performance*

- students able to use task and self-regulation strategies independently; teachers monitor and support as necessary
- fading of overt self-regulation may begin
- plans for maintenance and generalization continue to be discussed and implemented

# **ADDITIONAL STRATEGY 1**

## **STOP**

Suspend judgment

Take a side

Organize ideas

Plan more as you write

## **DARE**

Develop your topic sentence.

Add supporting ideas.

Reject arguments for the other side.

End with a conclusion.

## **ADDITIONAL STRATEGY 2**

### **PLAN**

- **Pay attention to the prompt.**
  - **Underline what you are being asked to write about.**
  - **Underline twice how you are asked to develop it.**
- **List main ideas.**
  - **List at least three main ideas.**
- **Add supporting details.**
  - **Three details (e.g., elaborations) for each main idea.**
- **Number your ideas.**

### **WRITE**

- **Work from your plan to develop your thesis statement.**
  - **Start with an attention getter.**
- **Remember your goals.**
  - **(E.g., mature vocabulary, organization, varied sentence types, maintaining control of the topic, etc.)**
- **Include transition words for each paragraph.**
- **Try to use different kinds of sentences.**
- **Exciting, interesting, \$100,000 words.**



## **ADDITIONAL Strategy 3**

### **Story Writing Strategy**

- **Who is the main character; who else is in the story?**
- **When does the story take place?**
- **Where does the story take place?**
- **What does the main character want to do; what do the other characters want to do?**
- **What happens when the main character tries to do it; what happens with the other characters?**
- **How does the story end?**
- **How does the main character feel; how do the other characters feel?**

## *An Example of Persuasive Writing for Older Students*

### **STOP** (Planning strategy)

Suspend judgment: Did I list ideas for both sides? Can I think of anything else?  
Another point I haven't considered yet is...

Take a side: Place a "+" at the top to show which side of the topic you will take.

Organize ideas: Put stars "★" next to your best ideas.

Plan more as you write: Use AIMS and DARE

### **AIMS** (Composing strategy: Intro)

Attract the reader's attention: Did I write an interesting first sentence?

Identify the problem: Did I explain why the topic is a problem?

Map the context: Did I "introduce" the topic to my reader? Did I give enough background information so the reader can understand the issue?

State my thesis: Did I take a position on the topic? Is my position clearly stated?

### **DARE** (Composing strategy: Body and Conclusion)

Develop my topic sentence: Did I use appropriate transition words/phrases? (First, Second, Next, The first reason is..., The second reason is...)

Add supporting ideas: Did I elaborate on each reason? Did I use appropriate transition words? (For example, In addition, ).

Refute the other position: Did I reject the other position? Did I use appropriate transition words? (However,... Some people may think that....).

End with a conclusion: Did I wrap up my essay? Did I provide a recommendation? Did I use appropriate transition words?

## REFERENCES

### ***STRATEGIES AND STRATEGIES INSTRUCTION:***

- online interactive tutorial on SRSD is available through Vanderbilt University at:  
<http://iris.peabody.vanderbilt.edu/index.html>. The tutorial includes all stages of instruction and video clips from the ASCD video. From the IRIS homepage, select Resources, and then select Star Legacy Modules. Next, click on “Using Learning Strategies: Instruction to Enhance Learning.”
- a website devoted to strategies instruction at:  
[www.unl.edu/csi](http://www.unl.edu/csi)

### ***PRINT SOURCES - strategies***

Graham, S., & Harris, K. R. (2005). Writing better: Teaching writing processes and self-regulation to students with learning problems. Baltimore, MD: Brookes.

Harris, Graham, Mason, & Friedlander (2007) Educators’ guide to powerful writing strategies for all students (Brookes-Cole). Complete lesson plans and student and teacher materials for 12 writing strategies.